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ABSTRACT

An overview is provided of the marketing and recruitment efforts designed to make Capilano College (CC) an "institution of first choice" in the minds of its community and prospective students. The presentation by Doug Jardine defines what CC means by and hopes to accomplish by becoming a "first choice" institution, indicating that a "first choice" institution is one that strives for excellence, strives to be the first choice college in student's minds, and sets standards to find the best students. He provides several examples of institutional efforts to improve community relations, including: (1) an entrance scholarship for each public and private high school in the college region; (2) meetings with all local high school principals to give feedback on that school's students' performance at CC, and receive feedback on the school's perception of its relationship with CC; (3) a project bringing together three municipalities to draft an economic development plan; and (4) the development of a regional arts policy. Next, Frank Gelin describes specific institutional policies and practices designed to make CC a "first choice" college. After describing the college's new selective admissions policies and registration procedures, Gelin explains the student recruitment functions of the student advising department, the college's information hotline, an annual science enrichment workshop for 11th grade students, Club Optima (an academic competition for academically gifted 12th graders from the college region), Natural Sciences Alumni Night, and "The Captivator" newsletter for parents and students. He then explains ways in which student achievement is recognized, including board, science tuition, departmental, and English essay scholarships; outstanding student certificates; and support for student participation in athletic, arts, and academic competitions. After describing some of the high-profile activities of CC's faculty members, Gelin offers evidence of the success of the "first choice" efforts. (WJT)

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ON BECOMING AN INSTITUTION OF FIRST CHOICE

FRANK GELIN and DOUG JARDINE

Paper presented at the Annual Convention of the
Association of Canadian Community Colleges, Rendezvous 90
Charlottetown, Prince Edward Island
May 26-30, 1990.

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ON BECOMING AN INSTITUTION OF FIRST CHOICE

for presentation

to the

1990 ACCC Convention

Charlottetown, PEI

Frank Gelin & Doug Jardine

THE FIRST REACTION OF MANY TO A TITLE SUCH AS OURS IS TO ASSUME THAT WE AT CAPILANO COLLEGE HAVE BECOME AN ELITIST INSTITUTION. YOU CAN BE FORGIVEN MAKING THAT ASSUMPTION BECAUSE IT IS SO EASY FOR ALL OF US TO FORGET ABOUT STUDENTS AND MEMBERS OF THE COMMUNITY WE SERVE.

SO, TO BE CLEAR, THE TITLE REFERS TO CAPILANO COLLEGE BEING AN INSTITUTION OF FIRST CHOICE IN THE MINDS OF THE COMMUNITY OF THE NORTH SHORE OF VANCOUVER AND THE WIDER POPULATION OF THE LOWER MAINLAND OF VANCOUVER, AND PARTICULARLY TO BEING FIRST CHOICE IN THE MINDS OF THOSE WHO WOULD BE STUDENTS.

PUT QUITE SIMPLY, WE WANT TO BE THE KIND OF INSTITUTION THAT REGARDLESS OF WHAT PROGRAM OF STUDIES ANY STUDENT WANTS TO PURSUE, REGARDLESS OF WHERE THAT STUDENT LIVES IN BRITISH

COLUMBIA, BUT PARTICULARLY IF HE OR SHE LIVES IN THE LOWER MAINLAND, WE WANT CAPILANO COLLEGE TO BE THE FIRST CHOICE IN THE MIND OF THAT STUDENT.

NOW OF COURSE YOUR INSTITUTION WON'T BE THE FIRST CHOICE IN ANY STUDENT'S MIND

- IF YOUR PROGRAMS AREN'T CURRENT,
- IF YOUR FACULTY AREN'T TOP NOTCH IN THEIR DISCIPLINES AND SKILL AREAS, AND
- IF YOUR SUPPORT SERVICES AREN'T THE KIND THAT GET STUDENTS THROUGH THE TOUGH TIMES.

THAT'S THE TANGIBLE SIDE. THE INTANGIBLE SIDE IS THAT TO BE AN INSTITUTION OF FIRST CHOICE YOU HAVE TO BE PROUD ABOUT THE FACT THAT YOU ARE THE BEST. YOU HAVE TO DECLARE IT, DEMONSTRATE IT, AND MAKE NO APOLOGIES FOR IT.

OUR PRESENTATION IS IN TWO PARTS. MY PART ADDRESSES WHAT "FIRST CHOICE" IS AND WHY WE DO IT. I ALSO GIVE YOU THREE OR FOUR EXAMPLES OF WHAT I DO TO HELP US ACHIEVE THE MISSION OF FIRST CHOICE.

IN THE SECOND PART, FRANK ADDRESSES HOW WE DO IT AND WITH WHAT RESULTS, RELATING THESE BACK TO THE QUESTIONS OF WHAT IS IT, AND WHY DO IT.

ON BECOMING AN INSTITUTION OF FIRST CHOICE

THE COLLEGE'S MISSION STATEMENT SAYS, AND I QUOTE:

> "The mission of Capilano College is to be a post-secondary institution dedicated to excellence in teaching and learning, and an institution of first choice for students."

WHY WOULD A COLLEGE PUT THIS KIND OF TWIST ON ITS MISSION? THE ANSWER LIES IN THE IMMEDIATE COMMUNITY IT IS MANDATED TO SERVE.

CAPILANO COLLEGE SERVES THE NORTH SHORE OF VANCOUVER WHOSE POPULATION IS NOW ABOUT 150,000. PERHAPS THE MOST SIGNIFICANT CHARACTERISTIC OF THESE TWO COMMUNITIES IS THEIR HIGH EDUCATIONAL LEVEL.

I DON'T WANT TO BURY YOU IN STATISTICS, BUT THE FOLLOWING FACTS WILL EXPLAIN WHY THE COMMUNITIES WE SERVE WANT THEIR COLLEGE TO BE AN INSTITUTION OF FIRST CHOICE:

1. THEY ARE THE MOST HIGHLY EDUCATED POPULATION IN THE PROVINCE.

   - OF THOSE WHO ARE 15 YEARS OF AGE AND OLDER, 55% HAVE GRADUATED FROM HIGH SCHOOL. THE PROVINCIAL FIGURE IS 35%.

2. THEY ARE THE LEAST UNDER-EDUCATED POPULATION IN THE PROVINCE.

- OF THOSE WHO ARE 15 OR OLDER, ONLY 5% HAVE A GRADE EIGHT OR LESS EDUCATION. THE PROVINCIAL FIGURE IS 19%.

3. THEY ARE THE MOST INTERESTED IN CONTINUING THEIR EDUCATION.

- OF THE ENTIRE NORTH SHORE POPULATION, 2.34% ARE REGISTERED AT A COLLEGE.

- OF THE 15 - 24 AGE COHORT, 3.99% ARE REGISTERED IN FIRST YEAR COLLEGE ON A FULL-TIME BASIS.

IN THE 1984/85 ACADEMIC YEAR, 62% OF THE 1984 HIGH SCHOOL GRADUATING CLASS WERE IN ATTENDANCE AT A COLLEGE OR UNIVERSITY. OF THESE, 60% DID THE ATTENDING AT CAPILANO COLLEGE WHEN MANY OF THEM COULD HAVE CHOSEN TO GO TO THE UNIVERSITY OF BRITISH COLUMBIA OR TO SIMON FRASER UNIVERSITY, TO VANCOUVER COMMUNITY COLLEGE, DOUGLAS COLLEGE, KWANTLEN COLLEGE, THE BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY, THE EMILY CARR COLLEGE OF ART, THE OPEN LEARNING UNIVERSITY OR THE OPEN LEARNING COLLEGE.

WHAT I'M SAYING HERE IS THAT IN TERMS OF INSTITUTIONS TO ATTEND IN THE LOWER MAINLAND, THE CHOICE FOR THE STUDENT IS CONSIDERABLE.

IT IS NO SURPRISE THEREFORE THAT THE COMMUNITY IS QUITE CONTENT TO HAVE ITS COMMUNITY COLLEGE SET ITSELF THE CHALLENGE OF BEING AN INSTITUTION OF FIRST CHOICE.

FOR SOME OBSERVERS, THERE IS A DARK SIDE TO THIS MISSION. IT HAS TO DO WITH OUR BREACHING A FOUNDING TENET OF THE COMMUNITY COLLEGE MOVEMENT WHICH WOULD HAVE ACCESS TO POST-SECONDARY EDUCATIONAL OPPORTUNITY GRANTED TO ALL ON A FIRST COME-FIRST SERVED BASIS, REGARDLESS OF PRIOR EDUCATIONAL PREPARATION OR PERFORMANCE.

WE SAY, SURELY IN A LARGE AND LOOSELY COUPLED SYSTEM OF EIGHT COLLEGES AND INSTITUTES IN THE LOWER MAINLAND, WITH A FREE FLOW OF STUDENTS AMONG COLLEGE REGIONS WITHOUT PENALTY OF OUT-OF-REGION TUITION FEES, THIS PRECEPT OF OPEN ACCESS IS NOT ABANDONED WHEN ONE COLLEGE ASKS STUDENTS TO THINK ABOUT THE ONE COLLEGE THEY WOULD LIKE TO ATTEND RATHER THAN ABOUT THE ONLY COLLEGE IT IS POSSIBLE TO ATTEND.

THE REALITY IS--AND FRANK WILL SPEAK TO THIS IN MORE DETAIL--THAT WHILE WE HAVE BEEN SUCCESSFUL IN ATTRACTING INTO BOTH OUR UNIVERSITY TRANSFER AND OUR CAREER PROGRAMS AN INCREASING NUMBER OF STUDENTS WHO COULD HAVE GONE TO ANY ONE OF THE THREE B.C.

A THIRD ELEMENT OF THE ANSWER TO THE QUESTION OF WHY WE DO IT IS OUR BELIEF THAT AN IMAGE OF FIRST CHOICE, AN EXPECTATION THAT "BEST" IS WHAT IS REQUIRED OF YOU, IS FAR MORE MOTIVATING TO THE STUDENT THAN THE IMAGE OF "LAST CHANCE."

A FOURTH AND CLOSELY RELATED ELEMENT IS THAT THE PSYCHIC INCOME IS HIGH FROM TEACHING, LEARNING AND WORKING IN AN INSTITUTION THAT EXPECTS THE BEST OF EVERYONE.

THE FIFTH ELEMENT IS THAT EVEN A SMALL CHANGE IN THE CHARACTER OF THE STUDENT POPULATION HAS A POWERFUL AND SALUTARY EFFECT ON THE TEACHING AND LEARNING CLIMATE OF THE INSTITUTION.

WITH BETTER STUDENTS AND STUDENTS WHO DEMAND THE BEST IN THE CLASSROOM, TEACHING STANDARDS ARE LESS LIABLE TO ERODE; GRADE INFLATION IS LESS OF A PROBLEM; THE CONCEPT OF "LEVELLING UP" IS BROUGHT TO THE CLASSROOM; GOOD STUDENT ROLE MODELS ARE AVAILABLE IN THE CLASSROOM FOR THE POORER STUDENTS TO IMITATE.

HAVING OUTLINED WHAT "FIRST CHOICE" IS AND WHY WE WANT TO BE AN INSTITUTION OF FIRST CHOICE IN THE MINDS OF STUDENTS, LET US NOW TURN OUR ATTENTION TO HOW WE GO ABOUT ACCOMPLISHING THIS MISSION, AND THE RESULTS OBTAINED SO FAR.

I WILL MAKE BRIEF MENTION OF FOUR ACTIVITIES WITH WHICH I AM

INVOLVED THAT WE THINK MAKE A DIFFERENCE, AND THEN FRANK WILL CONTINUE WITH SEVERAL MORE EXAMPLES. HE WILL CLOSE WITH A LOOK AT THE RESULTS WE HAVE ACHIEVED SO FAR.

ONE OF THE FIRST THINGS WE DID WAS TO HAVE THE BOARD ESTABLISH AN ENTRANCE SCHOLARSHIP--ONE FOR EACH HIGH SCHOOL, PUBLIC AND PRIVATE, IN THE COLLEGE REGION. FRANK WILL SAY A LITTLE MORE ABOUT THIS, BUT I MENTION IT SO THAT WE CAN MAKE MORE SENSE OF MY ANNUAL VISIT TO EVERY HIGH SCHOOL IN THE COLLEGE REGION.

DURING MAY AND JUNE OF EACH YEAR, I VISIT EVERY HIGH SCHOOL TO MEET WITH THE PRINCIPAL AND WHOMEVER HE WISHES TO BRING ALONG. MY OVERT AGENDA IS THREEFOLD:

- PROVIDE FEEDBACK ON HOW THAT HIGH SCHOOL'S STUDENTS ARE PERFORMING AS OF THE END OF THEIR FIRST TERM AT CAPILANO COLLEGE;
- PROVIDE FEEDBACK ON HOW THAT SCHOOL'S SCHOLARSHIP WINNERS HAVE PERFORMED AT CAPILANO; AND
- RECEIVE FEEDBACK ON HOW THE SCHOOL SEES THEIR RELATIONSHIP WITH THE COLLEGE.

OF COURSE MY COVERT AGENDA IS TO BUILD THE RELATIONSHIP WITH THE SCHOOL FROM THE TOP AND TO PERFORM SMALL "R" RECRUITING, PARTICULARLY FROM AMONG THEIR BETTER STUDENTS.

I ALSO VISIT THE SCHOOL SUPERINTENDENTS TO DISCUSS WITH THEM THE

INFORMATION I HAVE PRESENTED TO THEIR PRINCIPALS. OBVIOUSLY I WANT THE SUPERINTENDENTS TO HAVE A SENSE OF THE GOOD NEWS AND THE BAD NEWS REGARDING THE PERFORMANCE OF THEIR GRADUATES AFTER ONE TERM AT CAPILANO.

AT THE VERY OPENING OF THIS PRESENTATION I POINTED OUT THAT BEING AN INSTITUTION OF FIRST CHOICE IN THE MINDS OF THE COMMUNITY IS EVERY BIT AS IMPORTANT AS BEING FIRST CHOICE IN THE MINDS OF STUDENTS. I'LL MENTION JUST BRIEFLY THREE ACTIVITIES THAT I THINK HAVE MADE A DIFFERENCE IN THIS REGARD.

FIRST, OUR COLLEGE PLAYED THE KEY ROLE IN BRINGING TOGETHER THE THREE MUNICIPALITIES OF THE NORTH SHORE TO CRAFT AND ECONOMIC DEVELOPMENT PLAN FOR THE ENTIRE NORTH SHORE. THIS LED EVENTUALLY TO THE CREATION OF AN ECONOMIC DEVELOPMENT COMMISSION WHICH WORKS FOR THE COMMON ECONOMIC INTERESTS OF THESE THREE MUNICIPALITIES.

LET ME SAY HERE AS A QUICK ASIDE, THAT WHEN OUR BOARD DETERMINED TO BUILD A GYMNASIUM COMPLEX WITH INCOMPLETE FUNDING FROM THE PROVINCIAL GOVERNMENT, THESE THREE MUNICIPALITIES CONTRIBUTED SIX HUNDRED AND SIXTY THOUSAND DOLLARS TO THE BUILDING FUND.

THE SECOND ACTIVITY IS VERY SIMILAR TO THE FIRST. THE NORTH SHORE MUNICIPALITIES WERE FRUSTRATED BY THE ALMOST COMPLETE LACK OF POLICY REGARDING THE ARTS ON THE NORTH SHORE. IN THE FEW INSTANCES WHERE POLICY EXISTED, THE POLICIES WERE OFTEN

CONTRADICTORY. AGAIN, CAPILANO PLAYED THE LEAD ROLE--THIS TIME AT THE INVITATION OF THE MUNICIPALITIES--IN STRUCTURING AND LEADING A COMMUNITY BASED PROCESS FOR THE CRAFTING OF AN ARTS POLICY FOR THE NORTH SHORE. THIS TOO HAS LED TO THE CREATION OF AN ARTS COMMISSION TO SERVE THE COMMON INTERESTS AND NEEDS OF THE ARTS COMMUNITIES ON THE NORTH SHORE.

MY THIRD EXAMPLE IS MY CONTINUOUS COURTING OF THE LEADERS IN THE BUSINESS COMMUNITY WHICH TRANSLATES INTO, AMONG OTHER THINGS, ASSIGNMENTS TO MEMBERS OF OUR FACULTY. SUCH ASSIGNMENTS AS YOU WELL KNOW ARE USUALLY THOUGHT OF AS BEING MADE ONLY TO UNIVERSITY FACULTY.

WITHOUT FURTHER ADO, I PASS THE PRESENTATION OVER TO FRANK.

Draft #4

On Becoming a College of First Choice

presented by: Frank Gelin and Doug Jardine

Association of Canadian Community Colleges

May 30, 1990

(presentation to follow Doug Jardine's overview of our mission and values, his role in implementing this mission, and the demographic context of our College in the lower mainland)

(OVERHEAD - YOUR FIRST CHOICE)

I ADMISSIONS AND REGISTRATION POLICIES AND PRACTISES

Doug has indicated that we don't employ a first-come first served open door policy. How do we admit students? In our Career/Vocational programs, we clearly stipulate the minimum entrance requirements for our programs, encourage students to apply for admission, and then using established selection criteria, choose the students we think will best be able to be successful in the program. This may entail assessing a student's Art portfolio for the Commercial Art Program, assessing a student's undergraduate academic record and work history to enter the Asia Pacific Management Co-operative Program where a minimum of a baccalaureate degree is required, or endeavouring to assess a student's motivation and commitment to working with children for an Early Childhood Education Program. Our assumption is that the better our students are, the better they will be as graduates and if the program is well designed and well executed, the more successful the

student will be as a future employee, manager, or employer. Their successes in part will be attributed to the College which in turn will give Capilano the reputation of being an outstanding place to study and hence a place that other students will want to study.

How do we admit students to our Academic Studies program? About half of the instruction at our College involves teaching a variety of arts and science first and second year university transferable courses. Accepting students on a first come first served basis was the model employed for the first 16 years of the College's history. In 1984, the Academic Studies Program implemented its own version of student selection. We maintained an open door admissions policy but introduced a priority registration system which established the order in which students were allowed to register for their classes. First priority was given to all returning students. They would have the first chance at registering for the courses they wanted. Second priority went to new students who resided <u>within</u> our College region. However, amongst the new students, those with a C+ or better academic record from their previous institution received priority registration over other new students with less than a C+ average. The purpose of this policy was in part to send a clear message to our community, to parents, to students, to high school teachers, counsellors, and advisors that it really does matter how well students do in high school. Students heard "it will make a difference if you do well not only in terms of going directly to university but also if you intend to enrol at Capilano." What a shock that was! But I think it was received well. This policy has **not** remained static and has

evolved considerably since 1984. Now all students are given priority registration based on their academic record regardless if they have come directly from high school, transferred from another post secondary institution, are returning students, or whether or not they reside within our College region. We also admit a select number of high calibre international students who have a proven record of academic success and these students are fully integrated with all other students into our priority registration system. From the total pool of admitted students, A level students enrol before B level students who enrol before C level students. Returning students can and do have lower priorities than some new students will have! Not only does it matter how well you have done in high school, it also matters how well you do at Capilano. We have also set up an early registration for all students with C+ or better grades so that they can be fully registered in the middle of the summer rather than waiting until late August. This simple procedure gives us a jump on the universities and other local colleges and in a not insignificant way enables good students to choose us first. It is important to note that we still admit a large number of students who are <u>not</u> eligible to enter directly into the Universities and in that sense still fulfil our social responsibility to provide a second chance for many students but we think we have also improved the proportion of better students choosing us as their first choice. And as any good teacher knows, adding a few better students to a class can immensely improve the educational environment for the entire class. Many students will rise to the challenge of the better students.

All of this kind of policy implementation is consistent with our commitment to rewarding scholastic excellence and persistence, whether in an academic, career/technical, or vocational program.

II STUDENT RECRUITMENT

If a College wishes to become a College of first choice, students need to know about the College and what it can offer them. I will first briefly describe some of the activities of our student advising department and then share with you a few specific initiatives we have taken with high school students to perk their interest in the College.

A) STUDENT ADVISING DEPARTMENT

(OVERHEAD - HOTLINE NEWS LETTER #1)

We have a Student Advising Department in addition to a Counselling Department. The Student Advising Department provides the main contact for most high school students contemplating their attendance at Capilano. Each Fall and Spring, advisors visit all secondary schools in the College region as well as several others in Vancouver and Burnaby to speak to student groups about opportunities at Capilano. Following a group presentation, any individual who has any interest at all in attending the College is scheduled for an early admissions interview with one of our advisors to be held shortly thereafter at the high school. Our

Advising Department also maintains contact with each High School throughout the academic year with the publication of the HOTLINE NEWSLETTER which is mailed out in large numbers to the high schools.

(DISCUSS OVERHEAD)

(OVERHEAD - HOTLINE NEWSLETTER #2)

Once a year all High Schools counsellors are invited to attend a Counsellors Conference at the College to discuss various topics of interest to the Counsellors. We vary the agenda each year so as to maintain their interest and ensure a good turn out. Our advisors also set up "parent child" nights at the High Schools where parents and their children are invited to a meeting where post secondary opportunities of all kinds are discussed. This is not a push to promote Capilano but rather an opportunity to inform prospective children and their parents of the vast array of educational opportunities students will face following high school graduation. It is our intent to be seen as the best resource of information about post-secondary opportunities of all kinds in our Province. This service is enhanced by our telephone HOTLINE service where anyone can phone a specific number and be assured of getting answers to any questions they may have about post-secondary educational opportunities. A student may ask where she would have to study if she went into veterinary medicine or a parent may call and ask what the consequences would be for university entrance if her son enrolled in high school German rather than French. If we don't have the answer, we re-direct the caller to others within the College or to other institutions who can better provide the

necessary information. The staff in the Advising Department are probably amongst the most important people we employ and we have been very careful to hire truly outstanding individuals to perform their advising and recruitment roles.

B) ANNUAL SCIENCE ENRICHMENT WORKSHOP

(OVERHEAD - SCIENCE ENRICHMENT WORKSHOP)

Now I will speak to some specific activities which are designed to interest students in attending the College. Each year we send out invitations to all of the high schools in our college region and around the lower mainland to select a number of academically superior grade 11 students who are invited to visit the College for one day. During that day, students will elect to participate in laboratory exercises with our instructors in our science disciplines: Biology, Chemistry, Computing Science, Geology, Mathematics, or Physics. We have very impressive science labs and from a student's perspective a day away from the routine of high school to engage in a fun yet intellectually stimulating experience with our instructors is a strong enticement in and of itself to come. It also provides an ideal first hand opportunity for the students to formulate their own perception of the College so that they can make an informed decision a year or so later of where they wish to pursue a post secondary education. Of course, if we are successful, the student's positive views of the College

will be shared with their parents, teachers, and friends and our reputation will spread.

(DISCUSS OVERHEAD)

C) CLUB OPTIMA

(OVERHEAD - CLUB OPTIMA T-SHIRT)

(discuss overheads as appropriate)

Club Optima is a variation of the Science Enrichment workshop applied to a much wider base of potential student interest but the goal is much the same. We invite participation of top grade 12 high school students from all across the lower mainland of Vancouver and our College region to come to the College to compete with teams from other schools in various academically oriented activities that relate to our programs at the College including Biology, Classical Music, Legal Secretarial, French, Marketing, History, etc. This year was our second effort at doing this kind of thing and we were overwhelmed with 23 schools and over 200 students participating. Students are all given Club Optima T-shirts as well as the mandatory pizza lunch followed by the awards ceremonies (refer to T-shirt overhead).

(OVERHEADS - CLUB OPTIMA PROGRAM)

Various prizes are given out by the departments which sponsor the competitions. We anticipate next year that we will not be able to handle all the schools who will want to participate and we are now contemplating how we will deal with that. Of course, I have grandiose dreams of a provincial competition with the finals at Capilano College.

D) NATURAL SCIENCES ALUMNI NIGHT

A third activity somewhat different from Club Optima is our annual Natural Science Alumni night. At this event we invite back to the College many of our science graduates who have previously completed two years in our science program. We also invite our first year students who are intending to pursue further studies in science. Everyone is invited to an evening buffet dinner with free beer provided by the local brewery. At one point in the evening we ask each former graduate to identify themselves, to tell us when they left Capilano and to inform us of what they are doing now. Very simple and very impressive: we have students engaged in Ph.D. studies, or a professor at one of local universities, or perhaps a lawyer, computer consultant with their own business, research biologist with the federal government, etc. They will often comment on the quality of their studies at Capilano compared to what they experienced at the university and believe me sometimes it is almost embarrassing how strongly they express themselves about the superior science education they were afforded at Capilano. Besides having a good time, the intent of all of this is to give our first year students an opportunity to seriously contemplate whether they wish to transfer directly to university at the end of their first year or remain at our College for a second year. Our second year science enrolments are very strong compared to other lower mainland Colleges and it is this kind of effort which allows us to offer a much broader second year science program that can attract students to study for a full two years at the College. Of course, it also maintains and builds bridges with the alumni and

with the scientific community which in itself has all sorts of other obvious spin off advantages down the road.

D) THE CAPTIVATOR

(OVERHEAD OF CAPtivator #1)

We are constantly looking for ways to promote a positive image of the College particularly for potential students or for those who are in a position to influence student's choices. Our Public Relations Office is presently conducting a most interesting experiment. It has published a newsletter entitled The Captivator which endeavours to promote the College by referring to its successes in a variety of areas. It has been mailed with a covering letter from our Registrar to each of 370 **students** at one of our local high schools. We will be doing a telephone follow-up with a sample of these students to determine if it was read and to get a measure of students' reactions to it.

In addition, we have mailed The Captivator to 480 **parents** at three other high schools in our College region along with a letter from the President. We will also be doing a telephone survey but with a sample of the parents to determine if it was read and to get a measure of the parents' reactions to it. Experimenting with new approaches to see what works and what doesn't is a very important on-going process.

(OVERHEAD - CAPtivator #2, #3)

III RECOGNITION OF STUDENT ACHIEVEMENT

About ten years ago we came to the realization that our College was not giving a lot of attention to the offering of scholarships to prospective students. The offering of scholarships, if handled well, can bring considerable recognition to a college. I shall describe three different approaches to the offering of scholarships which we feel have worked particularly well.

A) BOARD ENTRANCE SCHOLARSHIP

First, about 5 years ago we implemented a Board Entrance Scholarship which provides to each high school in our College region a tuition fee waiver for an entire year with the possibility of renewal for a second year to a top high school student who has indicated an interest in attending Capilano. We have the high school choose the recipient. Not only does that save us considerable time but also it has the advantage of the school itself taking careful note of the scholarship and encouraging students to apply. The scholarship is awarded at the high school graduation ceremonies and is given out by one of our College's administrators or by a member of the College Board. This provides us with an opportunity to briefly showcase the College's commitment to scholastic excellence before a fairly large audience.

B) SCIENCE TUITION SCHOLARSHIP

The second approach is to grant scholarships automatically to students who meet certain requirements. We have a Science Tuition Scholarship which provides a waiver of the Fall term's tuition fees to any student who enrols at the College in our science program on a full-time basis directly from high school and who has managed to obtain a 3.5 GPA or better (that is, half A's and half B's) in 4 grade 12 courses including Algebra 12 and English 12 and 2 other grade 12 science courses. The student need not apply for the scholarship; it is simply awarded if the criteria are met. Although there are very few students who achieve such a standard and those that do usually are offered the large university scholarships amounting to thousands of dollars or are offered scholarships to attend the prestigious U.S. schools, the very availability of this opportunity allows us to market in the public domain our commitment to scholarship and hence implicitly reinforce a perception of a quality institution. All this and it costs us very little.

C) DEPARTMENTAL SCHOLARSHIPS

(OVERHEAD - ENGLISH ESSAY SCHOLARSHIP #1)

The third approach relies upon departments within the College to sponsor their own scholarship program. They do this through funds raised by themselves from receipts collected at concerts or public lectures or like events organized by the various departments. One innovative approach taken by our English Department was to charge a higher fee for the writing and marking

of a mandatory English Diagnostic Test that students must take before enrolling in their first English course at the College. The profits are used to sponsor an essay competition for high school students and a separate competition for our own first year students. First prize is a waiver of tuition fees for two terms; second prize is a waiver of tuition fees for one term; third, fourth, and fifth prizes are for a waiver of tuition fees for one course--in English naturally; and finally prizes 6 to 15 are book awards for essays of merit. We also have a separate competition for our first year students who will be pursuing second year studies.

(OVERHEAD - ENGLISH ESSAY SCHOLARSHIP #2)

What is important here is that the departments are encouraged to be entrepreneurs, the profits of which, although subject to approval, are in the control of the department that earned them. There is no incentive for faculty to participate in this kind of arrangement if the monies simply disappear into the central operating fund to pay for an administrator's attendance at ACCC, however reasonable such an idea is. It also has the effect of unifying the faculty's support of the College's mission and values with respect to scholarship.

C) OTHER RECOGNITIONS

(OVERHEAD - OUTSTANDING STUDENT CERTIFICATE)

In addition to a large array of scholarships and bursaries that are available to students annually and the numerous special awards presented at our graduation ceremonies, we also endeavour to recognize student achievement throughout the academic year. Students who achieve a first class standing receive a personal letter of congratulations from the Dean indicating that they have been placed on the Dean's List if they are a full-time student or on the Merit List if they are a part-time student.

Three years ago we implemented another form of student recognition. Each Spring term, we have a breakfast for outstanding students. At this early morning event, following a very nice breakfast where the students sit with the faculty member who made their nomination, about 100 outstanding students are individually recognized by the President who calls each student to come forward while he publicly acknowledges the reason for the special recognition. While this recognition is most often for exceptional academic achievement in a particular program area, it also occurs for significant accomplishments under difficult circumstances (for example, achievements by severely handicapped students), or for outstanding leadership contributions in the college or community, or possibly athletic or artistic accomplishments worthy of special recognition. Each student receives a Capilano College pin, a certificate, a handshake from the Chairperson of the Board, and an

applause. Our outstanding students are our best ambassadors and we think we should afford this kind of visible recognition to our outstanding students in the middle of the academic year rather than at only at the end of their stay with us.

D) COMPETITIONS

If a college is to provide recognition for its students' accomplishments, it should also provide opportunities for its students to succeed. We encourage faculty to enter their students in appropriate competitions with the College's commitment to finance the costs of travel should our teams be sufficiently successful to compete provincially, nationally, or internationally. Major accomplishments in such competitions is a very enriching experience for students and of course brings fame and glory to the institution and becomes a powerful recruitment tool to attract good students. Our winning students become symbols of excellence for the institution. To give you some examples of our successes in this regard our athletic teams have performed exceptionally well over the past several years with our women's volleyball team winning five Provincial championships, our men's and women's basketball winning three Provincial championships between them, and our men's and women's soccer teams each winning four Provincial Championships. The men's soccer team has gone on to win one bronze, two silvers and one gold in the National Collegiate Championships. Seven of our soccer players have turned pro and six have represented Canada on the national team. Our Commercial Music

program's swing choir is only two years old and in its first year earned a gold medal last summer in the national Music Festival Canada. Students from the Political Studies Department have done remarkable well competing against the major American and Canadian universities in Model United Nations competitions in Montreal, Toronto, and the U.N. itself in New York. And finally, our Business Management students have won the "Best Use of Strategic Management" award for the past two years in a row at a grueling three day competition amongst all B.C. Colleges and Institutes that offer Business Management programs.

IV FACULTY REPUTATION

(OVERHEAD - CAPILANO REVIEW)

Obviously, the reputation of our employees, be it faculty, support staff, or the administration will impact on the image of the College. Not only must our faculty gain a reputation for being excellent instructors, they must also be visible to the general public who may never enrol at the College. It must become part of the College culture to value community involvement even when such work in many instances can not and should not be formally identified with the College. Such work will inevitably cut into the time an employee would otherwise spend directly on College related activities and we explicitly acknowledge that reality. To give you a small flavour of the kinds of high profile activities some of our faculty are engaged in at the moment, let me give 4 examples:

1. leader of the Provincial Liberal party in British Columbia

2. Education writer and critic for the Vancouver Province, one of our two main daily newspapers.

3. Chairman of the Board for the Van Dusen Botanical Gardens in addition to being on the Vancouver Aquarium Board.

4. President and main spokesperson for a very powerful lobby group in our Province, the B.C. Civil Liberties Association.

These people are in the news a fair amount and although their contributions are only as private citizens, it becomes widely known that they work at our College. A person whom I met recently and who learned that I worked at Capilano asked me, why is it that when CBC interviews a person who is a College instructor, they always seem to be employed at Capilano? I think it was meant to be a compliment.

We are not a university but that does not mean that our faculty ought not to engage in some reasonable amount of scholarship. We encourage our faculty to write elementary and secondary school textbooks, post secondary textbooks, novels, books of poetry, scholarly papers, or publish a major national literary journal or publish a newspaper with a circulation of over 50,000 for adults who are learning English as a Second Language.

(OVERHEAD - GEOGRAPHY TEXTBOOK ACKNOWLEDGEMENT)

(OVERHEAD - CHEMISTRY TEXTBOOK)

(OVERHEAD - BILL SCHERMBRUCKER BOOK)

(OVERHEAD - SHARON THESEN BOOKS)

(OVERHEAD - JOHN DIXON BOOK)

(OVERHEAD - WEST COAST READER)

(OVERHEAD - WEST COAST READER: VANCOUVER PROVINCE)

(OVERHEAD - FITZ-EARLE ARTICLE)

(OVERHEAD - THE INFORMER #1)

(OVERHEAD - THE INFORMER #2)

To the degree that scholarship is recognized and valued by the academic community, it too will contribute to a community perception that we are not just another community college but one that distinguishes itself. Of course, it is important that our community be aware of our scholarly achievements so we have an aggressive public relations department that bombards our local community newspaper with our successes and keeps the internal College community aware of our accomplishments. It is critical that our employees know that we value their special contributions.

We also have a very innovative International Education Division which provides faculty with a variety of opportunities to be involved in international projects, events, and scholarship which not only provides a revitalizing experience for faculty but with carefully chosen activities also brings notoriety to the College both nationally and internationally and further enhances our reputation as an institution of choice particularly for our programs in International Studies.

Administrators are not exempt from public commitments and at any one time we usually have several administrators who are Chair of a major provincial association or organization or are involved in a major provincial initiative:

Just before I left for this trip, I checked around and discovered that:

Our Bursar is Chair of the Provincial Bursar's group.

Our Registrar is President of the Western Association of Universities and Colleges of Canada.

Our Dean of Student Services is chair of the B.C. Student Services Administrators.

One of our Associate Deans is chair of the International Education and Training Group in B.C.

Our President is President of the Northwest International Education Association.

V MEASURING OUR SUCCESS

On becoming a College of first choice--have we been successful? What steps, if any, have we taken to measure our effectiveness? I really wish I could have a nicely documented set of results to share with you... but I don't. My own academic background includes a major interest in applied social science research so such a void of measurable data is discomforting to me. But we do have some statistical information which is of interest and relevance to this issue and which is consistent with the claim that we are being successful in becoming a College of first choice.

1. We think of ourselves as becoming a college of first choice, but does the community share that perception? I suspect such reputations occur slowly but once obtained are also reasonably

durable. In 1987 we contracted with a consulting company to conduct a market survey of the residents of the North Shore (North and West Vancouver) to determine the community's attitudes toward the College in comparison with their attitudes towards other lower mainland universities, colleges, and institutes. We sought their impressions of the quality of our faculty, our programs, and our facilities. It is not my intention to review the results of this survey with you but I mention it because it is our intention to duplicate the survey in 1992, five years following the first survey. We will then have some measure of any changes in community perceptions that have occurred although obviously it may be difficult to attribute those changes to any specific strategic steps we have taken since 1987. It should prove to be most interesting.

2. If we are gaining a reputation of being a college of first choice in the lower mainland, we might expect to attract an increasing number of students attending the College from areas outside of our immediate North Shore communities. You may recall that our priority registration system for academic students includes all applicants whether or not they reside within our College region. We do have accurate records telling us the residency of our students.

(OVERHEADS - OUT-OF-REGION STUDENTS)

The graph on the overhead indicates the proportion of students who enrolled in our College and resided outside of our College region. As you can see from the overhead, in 1982 15.7% of our academic studies students enrolled at the College were from outside of our College region. By Fall of 1989, this value had more than doubled to 32.1% enrolling from outside the college region. And this was not only true of academic students but also true for students in our Career/Vocational programs where the percent increased from 30.6% in 1982 to 41.6% in 1989.

3. One of our objectives was to increase the proportion of better students enrolling at the College. This can be measured by examining the high school transcripts of our entering student population to see if we are obtaining a higher proportion of good students from one year to the next. We have analyzed the proportion of better students who are enrolling in our Academic Studies program. In the Fall/86 term we had 1013 students enrolled in our academic program and three years later we had 1421 students representing a 40% increase in enrolments. If we examine the number of students with a B level or better standing on their high school transcript, we increased the number from 94 students to 207 students or a 120% increase. Likewise, if we examine the numbers for C+ or better students, we find an increase from 242 students in 1986 to 528 students in 1989 again representing more than a doubling of the number of better students who chose to enrol. These results are quite encouraging.

4. Another interesting statistic that we have investigated in the past is the proportion of students within our College region who entered a program of academic studies directly from high school and who chose to come directly to Capilano College rather than one of our two local universities or one of the other lower mainland Colleges. In 1983, 47% of all high school graduates in the North Vancouver School District who enrolled in university studies enrolled at Capilano. Two years later this value had increased substantially to 63.7%. Unfortunately, we don't have this data since 1985 but we do expect to obtain it for 1989 in the not too distant future. Coming back to this 63.7% figure, this reflects that more students entered our academic program than entered the University of British Columbia and Simon Fraser University combined. This contrasts with another lower mainland college which I won't identify but this College has many more students in its region choosing to attend one of the two universities rather than the College's academic transfer program. We must be doing something right.

It was our intention to give you an overview of a few of the strategic steps we have taken to fulfill our mission to become a College of First Choice. Implementing a somewhat difficult mission such as this is not something that can be accomplished in a year or two. It is a very slow and sometimes frustrating process especially where increased educational funding is so closely linked with increased access rather than improved quality of services. But we have a mission that we think is appropriate to our community

and is certainly one that we find most rewarding in its implementation.

I wish to thank you for your interest in our presentation. Doug and I would welcome any comments, observations, or questions you might have.

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